

Culturally Responsive Rubric

This rubric is amended from one created by the *National Math and Science institute (NMSI)*. This rubric is intended for use by instructors to consider how culturally responsive their classroom is.

Directions: Use the following graph to help ground yourself in the various levels of being culturally responsive.

Culturally Responsive	Culturally Aware	Emerging Awareness	Culturally Insufficient
There is much guidance on engaging cultural responsiveness meaningfully throughout the teaching approach and lessons. Participants are encouraged to consistently check their own bias and reflect on their practice.	There is some guidance on engaging cultural responsiveness. Students hear references related to their worldview. There is some guidance in lessons, engaging students in culturally sensitive experiential learning, and making real life connections between the lesson and the students' lives.	There is little guidance on engaging diverse learners in culturally responsive ways. There is some guidance on at least one of the following: supplementing lessons, engaging students in culturally sensitive experiential learning, and making real life connections between the lesson and the students' lives.	There is little guidance on engaging diverse learners in culturally responsive ways in the materials, but mostly on a superficial or symbolic level. It is seen as assistive, rather than a central part of the lesson.

Topic	Ideal Descriptor	Indicators			
		Culturally Responsive	Culturally Aware	Emerging Awareness	Culturally Insufficient
Cognitive Demand	Throughout the experience, the learners participate in task(s) that require close analysis and deep understanding, utilizes multiple representations and demands explanation/ justification. The learner is doing the thinking!	Most of the following must be present <ul style="list-style-type: none"> • Preassessment • Rigor is identified • Explicitness of the task • Criteria for success identified • Differentiation • Metacognition • Uninterrupted processing and application time 	Some of the following are present <ul style="list-style-type: none"> • Preassessment • Rigor is identified • Explicitness of the task • Criteria for success identified • Differentiation • Metacognition • Uninterrupted processing and application time 	One or two of the following is present <ul style="list-style-type: none"> • Preassessment • Rigor is identified • Explicitness of the task • Criteria for success identified • Differentiation • Metacognition • Uninterrupted processing and application time 	None of the following is present <ul style="list-style-type: none"> • Preassessment • Rigor is identified • Explicitness of the task • Criteria for success identified • Differentiation • Metacognition • Uninterrupted processing and application time
Depth of Knowledge and Understanding	<p>Most learners (70%-90%) do at least one of the following:</p> <ul style="list-style-type: none"> • sustain focus on a significant topic • demonstrate complex understanding by arriving at a reasoned, supported conclusion • explain how they solved a complex problem <p>Learners' reasoning, explanations, and arguments demonstrate full and complex</p>	Taps into all levels: <ul style="list-style-type: none"> • Level One: Recall and Reproduce • Level Two: Skills and Concepts • Level Three: Strategic Thinking • Level Four: Extended Thinking 	Taps into the first three levels: <ul style="list-style-type: none"> • Level One: Recall and Reproduce • Level Two: Skills and Concepts • Level Three: Strategic Thinking 	Taps into the first two levels: <ul style="list-style-type: none"> • Level One: Recall and Reproduce • Level Two: Skills and Concepts 	Lingers in the first level: Level One: Recall and Reproduce

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	understanding. This is supported by instructors using scaffolds that support deep knowledge and understanding.				
Power and Participation	The learning experience prioritizes collective understandings and distributes power. Shared perspectives that are discussed and determined by a group. All learners are positioned as having ownership over learning and are actively participating. The instructor is NOT positioned as the sole expert or the “sage of the stage.”	Contains most of the following: <ul style="list-style-type: none"> • Common terminology • Collective understanding • All participants are positioned as having ownership over learning • Facilitation is not reliant on facilitator • Experience is differentiated for all learners • Materials provide inquiry-based learning • Experience allows for individual student voice and perspective 	Contains some of the following: <ul style="list-style-type: none"> • Common terminology • Collective understanding • All participants are positioned as having ownership over learning • Facilitation is not reliant on facilitator • Experience is differentiated for all learners • Materials provide inquiry-based learning • Experience allows for individual student voice and perspective 	Contains one of the following: <ul style="list-style-type: none"> • Common terminology • Collective understanding • All participants are positioned as having ownership over learning • Facilitation is not reliant on facilitator • Experience is differentiated for all learners • Materials provide inquiry-based learning • Experience allows for individual student voice and perspective 	Contains none of the following: <ul style="list-style-type: none"> • Common terminology • Collective understanding • All participants are positioned as having ownership over learning • Facilitation is not reliant on facilitator • Experience is differentiated for all learners • Materials provide inquiry-based learning • Experience allows for individual student voice and perspective

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Academic Language Support for ELLs	Deliberate and continuous use of strategies such as the use of objects, graphic organizers, and manipulatives. The focus is on the development of content-specific discourse and meaning making, not learners' production of "correct" English.	Contains all of the following: <ul style="list-style-type: none"> •Deliberate and continuous use of strategies •Use of objects, revoicing, graphic organizers, and manipulatives •Focus on the development of content-specific discourse •Focus on meaning making 	Contains some of the following: <ul style="list-style-type: none"> •Deliberate and continuous use of strategies •Use of objects, revoicing, graphic organizers, and manipulatives •Focus on the development of content-specific discourse •Focus on meaning making 	Contains one of the following: <ul style="list-style-type: none"> •Deliberate and continuous use of strategies •Use of objects, revoicing, graphic organizers, and manipulatives •Focus on the development of content-specific discourse •Focus on meaning making 	Contains none of the following: <ul style="list-style-type: none"> •Deliberate and continuous use of strategies •Use of objects, revoicing, graphic organizers, and manipulatives •Focus on the development of content-specific discourse •Focus on meaning making
Social/ Emotional Learning	Social and emotional skills include a focus on building self-awareness, self-management, social awareness, relationship skills, and responsible decision making.	Contains most of the following: <ul style="list-style-type: none"> • Self- awareness • Self-management • Social awareness • Relationship skills • Responsible decision-making 	Contains some of the following: <ul style="list-style-type: none"> • Self- awareness • Self-management • Social awareness • Relationship skills • Responsible decision-making 	Contains one of the following: <ul style="list-style-type: none"> • Self- awareness • Self-management • Social awareness • Relationship skills • Responsible decision-making 	Contains none of the following: <ul style="list-style-type: none"> • Self- awareness • Self-management • Social awareness • Relationship skills • Responsible decision-making

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<p>Centering multiple perspectives</p>	<p>Texts and experiences present different points of view on the same event, experience, or idea, recognizing the validity of diverse points of view, especially from marginalized people/communities.</p>	<ul style="list-style-type: none"> • Recognizes the validity and integrity of knowledge systems based on communities of color, collectivist cultures, matriarchal societies and non-Christian religions • Presents different points of view on the same event or experience, especially points of view from marginalized people/communities • Provides avenues for students to connect learning to social, political or environmental concerns that affect them and their lives and contribute to change • Encourages students to take actions that combat inequity or promote equity within the school or local community
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References

- Aguirre, Julia & Zavala, Maria. (2013). Making culturally responsive mathematics teaching explicit: A lesson analysis tool. *Pedagogies: An International Journal*. 8. 163-190. 10.1080/1554480X.2013.768518.
- J. Bryan-Gooden, M. Hester, & L. Q. Peoples (2019). *Culturally Responsive Curriculum Scorecard*. New York: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.
- Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.